



# UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS  
OF OUR CONSUMPTION FOR TEACHERS



**... STUDENTS TO  
EXPERIENCE THE  
TOPIC**



# TAKE A STEP FORWARD IF YOU LIKE CHOCOLATE

TAKEN FROM THE MANUAL FOR THE WORKSHOP "BITTER TASTE OF CHOCOLATE" BY NAZEMI

<b>Goals:</b>	Students reflect on their own attitude to work. Students empathize with working children in different parts of the world. Students reproduce stories of specific children based on a text and describe various forms of child labour. Students explain some of the reasons for child labour and characterize its impact on children, their families and all of society. Students assess the inequality of opportunities in the world.
<b>Curriculum links:</b>	Geography, Social Studies, Work Experience
<b>Age:</b>	10 – 18 (in the hands-on activities, age makes no difference)
<b>Time:</b>	45 minutes
<b>Number of participants:</b>	Minimum 10
<b>Material:</b>	cards with role descriptions / stories of working children (one for each student) ( <i>Attachment 1</i> ) music device with relaxing music

## Procedure

- Brainstorm with the students on what kind of work they have already done in their lives. You can write down their answers on the board. At first, do not specify what they should understand by the term "work." Leave it to them.  

After they exhaust all possibilities, ask everyone why they did such work. The probable answers will be reward / money / earnings. Ask whether there was something else as well. They were probably motivated differently when they were doing housework or helping their friends. Pose questions depending on their age and the time available: Did you enjoy the work? Did you feel good about it? Were you sometimes forced to work or did you work voluntarily? Is it common for other people of your age elsewhere in the world to do regular work? Why is that?

– *Would you rather work or study?*
- Create a calm atmosphere. Tell the students they are going to try to imagine what it is like to be a child that has to work.
- Give everyone a card with a role/story. Ask the students to keep them to themselves and to not show them to anyone. Invite them to sit comfortably and quietly read the text on their cards.
- Then ask them to try to put themselves into their new role. Leave quiet music on, or simply ask students to stay calm. Suggest that they close their eyes (unless it is unpleasant for them). To get a better notion of what the lives of the children in the stories are like, ask students follow-up questions. Pause after each question for a while to let the students create their own image of themselves and their lives. (Emphasize that they should picture the situation of the child on their card, and that they should put themselves into that child's shoes. They should not picture the conditions they live in, but rather feel what the life of the child on their card is like.)
- Sample questions: *What house do you live in? What is your family like? What kind of job do your parents do? How much money do you earn? Is it a lot or a little? What do you do in your free time? Do you have any free time? What do you do during holidays? What are you interested in? What are you afraid of? What makes you happy?*

EVOCATION / 5 min.

MOTIVATION / 5–10 min.

- After you finish reading all the questions, ask students to open their eyes slowly and stand in line next to each other (as if on a starting line). Everybody is quiet.
- Tell students that you are now going to read out the statements describing various situations or events. Every time they agree with the statement, they should take one step forward. If they don't agree, they should remain in place.
- Gradually read out individual statements. Pause in between the statements for a while and give everybody enough time to decide, step forward, look around and compare their position with others.
- A list of statements/situations (depending on your situation and space, you can select as many of these as you need):
  - *Your family has never got into serious financial problems.*
  - *You live in a house together with your family.*
  - *You have your own room or at least your own bed.*
  - *You think all your rights are respected.*
  - *You are not afraid of somebody robbing or hurting you in any way.*
  - *If necessary, you have another person to confer with for advice or help.*
  - *If you are not feeling well, you can stay home or go see a doctor.*
  - *You can spend your free time with friends.*
  - *Every day you have enough to eat so you don't have to be afraid of hunger.*
  - *You have a bright future ahead of you.*
  - *You (regularly) attend school.*
  - *You celebrate your birthday together with your family or friends.*
  - *At least once a month, you can buy new clothes.*
  - *You feel physically well and healthy.*
  - *In the course of a day you find at least a little time to do activities you are interested in.*
  - *Overall, you are satisfied with your situation and with what your current life is like.*
  - *You have no fear of the future.*
- At the end, ask the students to look around and compare their final position with others'. After that, sit down in a circle in order to see each other. Before the following discussion give students some time to step out of their role.

- After that, an analysis and evaluation follow; here are some sample questions. First of all, ask students how they felt in the course of the activity. Go on discussing questions the activity has provoked and what students have learnt from it.
  - *How did students feel when they stepped forward? Or, on the contrary, when they remained still?*
  - *When did the students who often stepped forward realise that the others didn't move as fast as them? How did they feel?*
  - *Ask the students who ended up ahead of everyone else which statements they stayed in place for, and ask students near the back which statements made them take a step forward.*
  - *Can they guess the roles of the others?*
  - *Now everyone can reveal their roles. However, be careful and ensure that they retell the story they have on their own cards. Encourage them to not just read the story, but rather to tell it in their own words; this will make the others listen to them more carefully.*
- Try to ask questions to guide the students towards expressing the causes of a particular child's situation or his/her family's situation and its consequences. It is important to know the roles on the cards well. Write these factors down randomly on the blackboard, and you can later use them in the final activity (e.g. low price of beans, debt, rights not being respected, impossibility of attending school).
  - *Was it easy or difficult to put yourselves in the shoes of another person? How did students imagine the child they represented? Based on what information did they picture their role?*
  - *What forms of child labour turned up in the course of the activity (in agriculture, in a factory, slave labour, household work, work in advertising)? What limitations did these forms of labour put on children and their families (education, contact with a family, parents' work)?*
  - *In what sense did the activity reflect reality?*
- Finally, you can point back to the list of different jobs on the board. What do the students think about their own labour experiences after having heard the stories in the game? Would they like to do the same jobs again? At the very end, let everyone say whatever he or she wants to share with the group. Whatever comes to mind, what was the most interesting information, or - they don't necessarily have to say anything. You can use any object to represent an imaginary microphone; only the person holding the microphone can talk, and the others must listen.

### Alternative for a large class (more than 15 students):

- For this alternative, you will need two of each card/story (or even more copies depending on the total number of students). Mark half of the cards with a dot or another sign.
- After the part where students 'try to feel like the child' in their given roles, ask students to look at their cards again. Those who have a sign on them position themselves in a line (as on a starting line). Students with no sign observe. Everybody remains silent.
- Tell the students standing in the line that you are going to read out statements describing different situations or events. If they agree with the statement, they should take a step forward. If they don't agree, they should remain in place (see previous description).
- Disclose to everyone that those standing in the line are actually paired those observing because they have the same stories/situations. The 'observers' should now watch who takes steps forward and who stays back, and on this basis, they will try to guess who has the same card/role as they have. At the same time, they consider whether they themselves would take a step forward or not. They can take notes.
- When analysing, make some room for observers as well – ask them what they think. Did they agree or disagree with their 'doubles' stepping forward? Was there a situation where they wouldn't have stepped forward but their 'twin' did? Or was it to the contrary? Did anything surprise them? What did they notice?
- When telling the stories/roles, ask those observers who have played a more passive role so far to retell the stories. You can ask their 'doubles' to add any information they think is important.

### Infobox

#### Child labour

- Child labour includes "all forms of work performed by children under 14 years of age, and all forms of work performed by children under 18 which is harmful to their physical or mental health and development, and which prevents them from attending school, irrespective of whether they receive a salary or not" (according to ILO 12, 2006).
- Not all work done by children is harmful and blameworthy. Through work, children learn essential social and other skills in a natural way. So it depends on the conditions, as well as on the type and amount of work, while another determining factor is preserving enough time for education and play.
- In 2004, there were roughly 306 million working children between 5 and 17 years of age. This means that at that time, every seventh child in this age range on the planet was working. Despite the overall decrease in the number of working children that was registered recently, more than 126 million children were performing dangerous work in 2004, threatening their health and safety.
- The majority of these children work in agriculture (70 %), followed by the food processing industry, then commerce, transport, hotels and restaurants. Other children work in the streets or they are even involved in illicit activities. The problem of child labour most affects Asia, where 61 % of children have to work, then Africa and Latin America, while the least affected continent is Europe.
- Poverty tends to be viewed as one of the most significant causes of child labour. However, to blame poverty for child labour (sometime even considering it the only cause) would be a gross generalization. Poverty and child labour together form a vicious circle, and one cannot be understood - let alone solved - without the other. Child labour is actually not only a common consequence of poverty, but it simultaneously compounds it – it is not the solution it may appear to be at first sight. The families of working children often claim that their children must work, even if they do not like it, because their income is the only way to sustain their sick parents or younger siblings. Although it cannot be denied that in the short-term perspective the family receives some extra money, child labour is among the causes of poverty in the long run. Child labour is cheaper, since children have less means to defend themselves against abusively low wages. Objectively, they work less effectively, and so they are paid less, and moreover, they increase the competition for jobs, so child labour puts downwards pressure on salaries in the entire labour market with consequences for the whole society.

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**Miguel, 12 years, Columbia**

You work on a family farm where cocoa beans are cultivated. Earlier on, when you were seven to ten years old, you were attending a school but now you are older and stronger and they need you on the farm. Your mother told you to go to school at least from time to time as it would help you in the future. So one year you tried to do both: work on the farm and go to school but then you stopped. You were not interested in attending school and you didn't understand why you had to sit at the desk while your parents worked hard on a plantation. Depending on a season you work approximately 10 hours a day. You spend your free time with friends, mostly in a pub. Your family doesn't suffer from poverty; you have got everything you need. As you work on the farm, your family doesn't need any other helpers or employees.

**Honza, 11 years, Czech Republic**

You attend sixth grade in elementary school. You live in a flat together with your parents and a younger seven year-old brother. You usually come back from school around 3pm at the latest, doing homework takes you about an hour and half every day. You have some duties at home, e.g. you wash-up after dinner, once a week you have to dust your room and vacuum it. You don't like vacuuming at all. You think it is unfair as your brother has no duties at home. You think he is not so small. You got pocket money of CZK 50 every week, you spend most of it buying chocolate or you sometimes go to the cinema with your friends.

**Veronika Lukášová, 7 years, Czech Republic**

Three years ago you won a competition for child actors to star in commercial for some chocolate brand. Since then you have played in commercials on a regular basis and from time to time you are even invited to appear in some TV shows. Your parents asked for an individual school plan for you so you don't go to school much. You spend most of your time in front of cameras and you don't get to see your schoolmates and friends very often. Most of the time you spend with your mother who is very proud of you, then with people like a director, a lighting engineers, a director of photography or other actors. You earn a lot of money but for now you cannot decide what to do with it.

**Aly Diabate, 12 years, Ecuador**

Your family owns a small family farm where you grow cocoa beans. You have to help out on the farm but only at the weekends as you attend a school on the weekdays. Your farm is a part of farm cooperative due to which you have a market for your beans secured. When you grow up you would like to leave to live in the United States but you are afraid you will never have the money to travel there. Even though you live modestly here in Ecuador, you live comfortably. But you know that you could have everything you can dream of in the US.

## Attachment 1

**Christian, 8 years, Germany**

Both your parents work as commercial representatives for Kraft Foods incorporation. Their job is very demanding; they work all day long from the morning till the evening and sometimes even at weekends. They earn a lot of money; you and your sister who is two years older can have whatever you want. Your parents can buy you everything. You both attend elementary language school and a few hobby groups. There is a lady your parents employ to take care of your household. You both spend most of your time with an au-pair girl Lenka. When your parents come back from work, they are often very tired and they don't feel like playing or chatting with you. Sometimes they still talk about their work at home. You miss them – Lenka is rather a friend but not a mother. You like playing computer games but if your parents were at home they probably wouldn't let you play. You don't obey Lenka.

**José Pedro, 8 years, Mexico**

Every morning you go to school and in the afternoons you work at your uncle's cocoa bean farm. You are usually very tired in the evenings and you go straight to bed. You feel like leaving the school but your parents say it is necessary to go there and that once you will be much better off than them. But you see some of your schoolmates who are free in the afternoons and you would like to play and not to work all the time.

**Paul, 12 years, Kenya**

When a slave trader came to visit your family two years ago, he said that he offered you a job in a textile factory where you could earn up to USD 200 a month and that you could send this money to your parents as the food and bed was free on the ground. At that time your family was very poor, your father was selling vegetables harvested from a tiny field in the market, your mother was unemployed and spend all time taking care of four children. They thought this offer sounded great and thus they sent you with him even though you didn't want to. Right before your departure they remembered to ask him where you were going to work, but he didn't answer. And you yourself have no idea where he has taken you. You haven't been in touch with your parents since then. Instead of a factory employee you became a slave on a cocoa plantation, you work all day long, have no weekends, when tired you are beaten up, when you tell them you would like to go home, they laugh at you. You would try to escape but you have seen that they killed somebody after trying to escape.

**Sunmankar, 6 years, Ghana**

A few months ago your family owning a family cocoa farm faced a decision. It can either send you to school and hope to ensure a better life for you in the future or it will keep you working in the farm and reach higher yield from cultivation. You are from a poor family; sometimes you and your two siblings are hungry. You prefer to stay at home as you don't know what a school is good for. A lot of your friends stay at home and work and in the evenings you play together. You also know other children; their parents also cultivate cocoa but they belong to an organization which they call a cooperative and they all attend a school. They often play various games there and this is something you would like. However, you have seen your parents working really hard and you want to help them. If you would attend a school there won't be much time left for other things. Moreover, education is not for free and you don't have enough money. So you work in a farm – eight or even twelve hours a day as necessary. Sometimes your mother tells you that you may go to school one day but you don't feel too dissatisfied.

## Attachment 1

**Quttubud, 10 years, Dominican Republic**

You were attending a school when aged 6 to 9, you were learning how to read, write and count and you quite liked it, sometimes you were playing games. However, this last year you cannot attend the school as after your dad died you have to be the head of the family - you have to take care of a family farm where cocoa is cultivated. You have to employ people from the surroundings at the harvest time, deal with traders etc. You miss the time when you attended your school, had some free time to play games and didn't have so many duties. But at the same time you are happy that you are able to lead the family and earn its living and that you also manage to earn some money to send your younger brother to school.

**Yao Kwame, 13 years, Ivory Coast**

You were 11 when a slave trader enticed you to work on a farm in Ivory Coast. He told you would get a bike and could help your parents sending them USD 150 every month. But the reality is somewhat different. You work on a daily basis from 6 am to 6.30 pm with a 15-minute lunch break. You are 120 tall and by far bags full of cocoa beans you have to carry are even bigger than you. For you to carry them another person has to put them on your head. You often fall down as they are too heavy. The farmer then beats you and tells you to work properly. You are often hungry; the food you get is by far not enough to provide you with the sufficient energy you need for the farm work. You spend your nights with eighteen other slaves in one room of 7x6 metres where you are all locked. Even though your living conditions are this horrible you are afraid of escaping. All those who have tried it were beaten brutally; some of them were even beaten to death.

**Alcina, 9 years, Brazil**

Your family owns a small family farm where it grows cocoa beans. But you haven't seen anyone from your family for three years already - you work and stay with a family to which your family owes money as there was a market crisis and your parents couldn't sell any cocoa. They needed some money for their living so they had to borrow it and now you serve them so as to repay the debt. You do all the regular housework, cook, take care of three small children. Nobody respects you. For instance, if you leave something on the floor or you don't prepare the tea exactly according to the recipe, they beat you. You don't have any contact with your parents and you have no idea how long your service is going to last.

**Shama Ismael, 9 years, Indonesia**

Your parents own a small family farm where they grow cocoa beans. You help them when they have the biggest amount of work but out of season when your family has no other income you have to go to work as your parents cannot find any job. You work in an illegal shoe factory and you earn about CZK 100 a month. You give it all to your family. Normally, you work 14 hours a day with an hour break that is not paid for. You have to go for about 11 km to this factory by bike every day. If you tried to escape from the factory to attend a school, your father would beat you up and send you back.





# COFFEE FAMILIES

TAKEN FROM THE MANUAL FOR THE WORKSHOP "COFFEE WAY TO STRONG" BY NAZEMI

**Goals:** Students try to understand the problems of people who take part in the coffee cultivation, production, and selling process.  
Students interpret experiences from the game and find analogies in real world of coffee trade.  
Students explain which problems are associated with coffee cultivation and how profit and power are distributed within the coffee trading system.  
Students interpret differences in the living conditions between fair trade farmers and farmers involved in conventional trade.  
Students understand the expressions 'relative' and 'absolute poverty'.

**Curriculum links:** Social Studies, Geography, Economics

**Age:** 14+

**Time:** 50 minutes

**Number of students:** minimum 14

**Materials:** world map, small post-it papers  
7 large packing papers used as "notice boards", glue dots,  
coloured flags for each country (United Kingdom, Brazil, Costa Rica, Tanzania)  
(Attachment 1)  
roles of the individual families (Attachment 2)  
harvest cards corresponding to the thrown number (Attachment 3)  
dice  
7 sets of expenditures: 1× Costa Rica, 2× the rest of countries (Attachment 4)

**Preparation:** Print all the Appendices. The flags and sets of expenditures should be in colour. Cut the sets of expenditures into cards and keep the cards for different countries separately.

## Procedure

- Ask the students to guess which countries are the biggest consumers of coffee per capita. Mark the first 5 biggest consumers on the world map by coloured post-it paper. Now ask the students to guess which countries are the biggest producers of coffee. Mark the first 5 with post-it paper. Now you have visualized the connections through different parts of the world.
- *Coffee is the second most globally traded commodity, coming only after oil.* Over 100 million people are engaged in growing, processing or selling coffee. We will now become these people; we will grow, sell and process coffee.
- Divide the students into seven groups (the sizes of which depends on the number of students in the class). Each group represents one family. We recommend having the "families" seated quite far apart so that they do not disturb each other.
- Give each group texts about the families. (Attachment 2) Let them choose the flag of their country (Attachment 1). Notify them in advance that they are going to present the family to others.
- After each group studies the text, they present the individual families to the others.
- It is better to define a visible location in front of everybody and to ask the families to present themselves together. The students are thus motivated to a more playful form of presentation. During the presentations, let the representatives from the same countries introduce themselves successively so that the contrast between them is more apparent.

Pay attention to the fact that each presentation mentions where the family is employed or whom it employs – students will become aware of the relationships between the families.

- While introducing the Huilo family from Costa Rica, it should not be omitted that they are members of a cooperative involved in Fair Trade.
- Tell the students that all of them are now involved in the coffee trading process and that now they are expecting the remuneration for their year-long efforts. Explain to them that the coffee price is, apart from other factors (supply, demand, crop quality), also dependent on how the price will be set on the stock market.
- Give each family the “throws of the dice” card (*Attachment 3*) and leave them some time to study it.
- However, the following events can be only affected by the persons of influence from each state; the income of others equally depends on them. Representatives of the families which can exert more influence on the decision-making (Quintin-Smith, Domingos, Huilo, Aran) throw the dice one after the other. The poorer family from the corresponding country must abide by the number thrown.
- After all of the families have got to know their income, give each family a “notice board” (= a big sheet of wrapping paper), glue dots and cards with pictures standing for the annual expenditures of each family. Each family selects pictures representative of different expenditures throughout the year so that they can fit into their annual budget. Write the categories on the board: Dwelling, energies, food, transport, water, clothing, entertainment. Each family must choose at least one thing from each category. The remaining money can be spent to cover extra expenses represented by a card depicting a syringe, which is the only one not stating the cost. If someone asks why medical care does not have any particular price, explain that it is difficult to set the price because it depends on particular health problems. The point then is to see if, and how much, the families save to cover this expenditure, if necessary.
- Ask each family to tell the others: how the year was, how much they made, what they could afford. Let them show the poster with pictures stuck on. Again, the two families from the same country should be presented one after the other, so that the contrast between them is highlighted. The last to introduce themselves is the Huilos family, who are involved in Fair Trade.  
Write the stated incomes on the board below the corresponding name of every family. It could be a good starting point for the reflection. Example:

	The Domingues	The Fiorentinos
Brazil	How much they made: How much they saved:	How much they made: How much they saved:

- After all families have presented themselves, ask them for feedback. Let each family express their opinions. Pose questions such as the following:
  - *How did you feel?*
  - *What are the relationships between the families?*
  - *Which family, in your view (from the perspective of your family), was rich?*
  - *How does the poverty of the families in different countries differ?*
  - *Which families were poor and why? What are the consequences for them? (According to the income for an equally successful season, the wealth of the families decreases respectively as follows: Domingos, Quintin-Smith, Green, Aran, Huilo, Fiorentino, Margan.) Would you say the Greens are a poor family? Why?/Why not?*
- Point out different aspects of poverty. By comparing the situations of families within one country and between them lead the students to clarify the terms of absolute and relative poverty or explain them yourself.
  - *What could the poor families do in order to earn more?*
  - *Who affects the coffee price for which the farmer sells his or her coffee?*
  - *What can we do to improve the global situation?*
 Ask for the differences between the Huilos and other families. E.g. *they were the only poorer farmers who could throw the dice for themselves.*
  - *Have you ever heard about fair trade (FT) before? Have you learned something about the differences between FT and non-FT?*

## Recommendations

- The family incomes illustrate the GDP or the proportion of social differences in each country included in the Human Development Index (HDI).

## Infobox

### The biggest coffee consumers

(for 2010 in kilograms per person)

Finland	12,1
Denmark	9,5
Norway	9,2
Switzerland	8,0
Sweden	7,9

### Biggest coffee producers

(Crop year 2012 data in tones)

Brazil	3050
Vietnam	1320
Indonesia	657
Colombia	480
Ethiopia	390

Source: International Coffee Organization (2012)

... coffee is globally the second most traded commodity after oil only

... over 100 million people are engaged in growing, processing or selling coffee.

... from the 1,2 EUR you pay for a cup of espresso in a café, the coffee farmer gets a maximum of 2 cents.

### Coffe chain in conventional trade

#### How does the stock exchange work?

The stock exchange is actually a market. Trade deals are mediated by brokers who agree on the price (before

#### Farmer

sells green coffee without having information about the price of coffee, e.g. in the Czech Republic. He has no impact on setting the price whatsoever.



#### Local middleman

has a car, warehouse and information and tries to push down the price as much as possible.



#### Coffee exporter

prepares coffee for export and packs it in bags. The bags are then placed inside containers which are loaded on a ship.



#### Importer

mostly has his seat in a big port and ships the coffee to the country of consumption. He also has a big interest in pushing down to the maximum the purchase price.



#### Stock exchange

The price divided between the exporter and the middleman is practically determined here. A price surcharge is added due to the remuneration for bankers – stock market players.



#### Processing company

owns the coffee roasting and packing plants. This is the most lucrative part of the entire business chain. The highest profits from coffee are made here.



#### Retail

Selling directly to customers.



#### Customer

contributes by his money to all parts of the chain, but only minimally to the producers. Mostly he/she is not aware of where the coffee came from and what were the conditions of its production.

the coffee is even grown) paid by the processor. This is how processors protect themselves against price fluctuations. The stock exchange moreover attracts the so-called "speculators": the dealers may sell coffee which they do not have in advance in hope of lower future prices for which they could buy real coffee and fulfil the contract with smaller expenses. Coffee can pass in this virtual form through up to **150 hands**. But this contributes to instability in prices. Not all of the coffee is traded at a stock exchange but the deals are always based on the current stock exchange price.

**What is unfair about it?**

Those who have access to the market and information can hedge themselves against price fluctuations. The risk of all involved parties is in the final effect borne by the farmer who is at the end of the chain and lacks information and access to the stock exchange. It is therefore possible that retail sales from coffee go up while the income of coffee farmers decline.

**Impacts of low purchase prices**

The impossibility of supporting a family, sending children to school, paying for health care. Child labour spreads under plantation conditions. Transition to economically more profitable crops – in the given situation these are unfortunately mostly drugs. Migration of farmers into cities. Most of them unfortunately end up in uncertain conditions in suburban slums. The pressure pushing the price down also leads to the strengthening of less environmentally friendly production. Small tree- or banana-shaded plots of coffee plants are replaced by large-scale plantations on which coffee is grown in monocultures exposed to direct sun.

**Where does theory go astray?**

Economic theory assumes that when the price goes down (a phenomenon of great significance and frequency for coffee), the demand goes up - the producer therefore does not lose money because he sells more. This however does not apply to coffee.

People who do not like it will not start drinking it just because it is cheaper. And coffee consumers mostly drink the beverage in stable doses. The theory also claims that the low price forces the producer to shift to something else which is more profitable at the time. Yet such a shift is not for free and it is absolutely inaccessible for the majority of coffee farmers without any external aid. It also takes three to six years before the coffee plant bears its first fruit. This prohibits the farmers from sowing another crop one year and coming back to coffee the next.

The Fair Trade concept of commerce attempts to offset the unfair setting of the international trade system where big players decide about the destinies of millions of small farmers. The farmers' countries were forced to break down their trade barriers while the tariffs on the import of processed raw materials into the rich countries stay in place. In Fair Trade the importers buy directly from farmers and avoid unnecessary middlemen and brokers. This allows for improving the position of farmers and increasing the share they receive from the final selling price of their products.

**Coffee chain in fair trade:****A farmers cooperative**

enjoys a guaranteed minimum price for their products and receives social premium for communal projects (wells, schools, etc.). If the stock exchange price becomes higher, so will the Fair Trade price.

**Fair Trade organization**

often fulfils the exporting and processing functions. It concludes long-term contracts with the farmers and makes sure that child labour is not used, organizes trainings for farmers (for example on more environmentally friendly cultivation methods).

**Retail**

most frequently specialized shops (sometimes run by non-profit organizations), health food shops, some supermarket chains and internet shops.

**Customer**

pays slightly more for high quality goods. He/she can easily find out the origin of the coffee and has the certainty that its production was environmentally friendly and occurred in conditions assuring that farmers did not become impoverished in the process.

Attachment 1 – preview



England



Brazil



Tanzania



Costarica

## Attachment 2

**THE HUILO FAMILY (COSTA RICA)**

Tonito and Vanessa Huilo **are members of a cooperative involved in the Fair Trade system**. They grow coffee and bananas on their farm. The banana trees provide necessary shade for the coffee plants to prosper.

**They live in a two-storey house with their three children**. The two younger children attend the local elementary school and **the oldest child, Cristina, commutes 30 miles to the distant town where she attends a secondary school**. However the bus runs this route only once a week and so she is forced to stay in the town throughout the week and come back only for the weekends.

During the coffee price collapse in 1989, the Huilos could not send any of their children to school. As with other farmers in the region, the American coffee roasters had promised to pay them high prices, but when the harvest arrived, they drastically reduced it.

**COOCAFE** recently signed a contract with a British FT company. The company **promised to purchase the entire harvest for a fair price - which is almost double when compared to the market price**. This means that the **Huilo family have a decent income**. Tonito and Vanessa spend their time helping in COOCAFE but they also like meeting their friends in the village.

**THE FIORENTINO FAMILY (BRAZIL)**

Carlo with his wife Daphne work as **seasonal workers in one of Mr Domingues's plantations**. They are hired during the harvest season for a period of roughly 3 weeks. For the rest of the year, there is less work so **Carlo earns some extra money by weeding for several weeks**. They live at the edge of a small town, 5 km from the plantation, in **a single-room flat constructed from bricks**. **They have five children**. The two younger children try to earn some money wherever they can throughout the day: by washing cars, collecting old metal and paper to be sold later. The two older children illegally work on the plantation during the harvesting season. The fifth child is ill but the family does not have enough money to be able to afford appropriate medical treatment. **All the children go to school but their parents take them for illegal work on the farm during the harvest season**. **The oldest son, Miguel**, often misses school because he does not like it and prefers to ramble around the town trying to get some money by begging or washing cars.

**THE DOMINGUES FAMILY (BRAZIL)**

Antonio Domingues **owns 30 coffee plantations** in Brazil. **He employs several hundred workers**, among them also the **Fiorentino** family, and produces thousands of coffee bags per year. Mr Domingues and his family **live in a rich suburb on the outskirts of São Paulo**. They own **a mansion with five bedrooms**, a large dining hall, three bathrooms, a luxurious courtyard and an amazing garden. They employ many **assistants** and also have another house in Rio de Janeiro.

Antonio and his wife Maria often host politicians, landowners, and industrialists in their mansion. Their sons, Eduardo and Pedro, are in high-ranking management positions in their father's company. Their daughter Marguerita is an influential Brazilian politician.

**THE MARGAN FAMILY (TANZANIA)**

Mrs Esi Margana **works in the plantation of Mr Aran**. She moved into the Kilimanjaro region with her husband, who **used to work as a pesticide sprayer**, three years ago. Although his income was fairly decent, he **left the job due to pains and irritation of the eyes and lungs caused by the pesticides**. The lung disorders persist and his condition is deteriorating quickly. The family could never afford to consult a doctor. The illness prevents Mr Morgan from working and so he does not contribute to the family income in any way. They **live close to the farm in a two-room house from clay bricks with a roof from palm-leaves**. **The plot does not belong to Margana** and so she is forced to use it illegally.

Mrs Margana works on the farm with other workers during the harvest and weeding periods. Her **share in the coffee harvest, which is often pitifully small, amounts to one third**. This money needs to carry her through the whole year and so **her children cannot attend school**. Her 14-year old son earns some money by selling cold water in the streets. Her 17-year-old daughter became infected by the HIV virus due to a lack of essential information. Now she is in search of work but so far in vain.

**THE ARAN FAMILY (TANZANIA)**

Mr George Aran owns a two-acre farm. **He grows coffee and hires workers to help him** with the harvest. George's wife Grace uses part of the land to grow fruit and other crops for their family. They travel to **the market each week to sell the harvested crops and eggs.**

They have three children – two sons and one daughter – and although the school fees are high, all **of them still attend school.** The Arans believe that if their children receive a good education, they will have a chance for a better future. They do not want their children to do the heavy work in the plantation. Still, each year they are always afraid anew that they will need to interrupt school due to financial difficulties. **They live in a three-room house** built from clay bricks with a roof from corrugated iron. They do not have electricity.

**THE GREEN FAMILY (ENGLAND)**

Angie Green is an employee of Mr Quintin-Smith at Royal Roasted Coffee. She works on a **production line for coffee processing** in Nottingham. She receives a **very low salary** for the **boring and monotonous job** of supervising the packaging of coffee into coffee packs. She lives together with her family in a **rented council house** in a nearby town.

Her **two children**, Carl and Lauren, who are 14 and 16, attend the local school. Since the **father of her children died three years ago in a job-related injury**, Angie has very little money.

When she is not at work, she spends most of her time maintaining the house and taking care of the children.

She mostly **does her shopping in the local supermarket. She cannot afford to drive a car.**

**THE QUINTIN-SMITH FAMILY (ENGLAND)**

Cyril Quintin-Smith is the **General Manager of Royal Roasted Coffee** and he is also its largest shareholder. His decisions affect numerous workers in the whole of Great Britain and many different farm and cooperative members from all around the world, from which the company purchases their coffee.

Cyril receives a **high salary** for his work and he is also being paid out dividends from his shares. He **works five days a week** and participates in conferences and meetings all over the globe.

The Quintin-Smiths **live and work in London** but they also like to spend their time in their **other houses in Paris and New York.** They have a son and a daughter who both work for the company as managers. Cyril and his wife often throw parties for other rich and famous people in their homes. They both play golf.

## Attachment 3

**HUILO****Throw of the dice 1-2: income of 22**

Because you have grown and sold your coffee harvest under Fair Trade conditions, you have received a good price for it. You have had a very good year. Moreover, the cooperative received a financial premium which has considerably helped the community as well.

**Throw of the dice 3-4: income of 21**

This year has been an average one. You have received a good price for your coffee from the Fair Trade cooperative which in turn received the social premium.

**Throw of the dice 5-6: income of 20**

You have not had a very good year because the weather was not very favourable for coffee cultivation. Compared to other families who are not members of the cooperative, the remuneration has not dropped below the fixed minimum level. Social premiums corresponded with the quantity of grown and sold coffee.

**FIorentino****Throw of the dice 1-2: income of 10**

You have managed to ensure a slight increase in salary thanks to the company's new regulations.

**Throw of the dice 3-4: income of 8**

Everything remains unchanged on the plantation.

**Throw of the dice 5-6: income of 6**

As the plantation now produces less coffee, the workers' salaries have been cut.

**DOMINGUES****Throw of the dice 1-2: income of 1200**

The government gave you a grant for the development of a genetically modified coffee plant variety. This could lead to higher yields in your plantations.

**Throw of the dice 3-4: income of 900**

The government promised a grant for the development of a genetically modified coffee plant which should

have higher yields. Nevertheless, the negotiations were put off due to the protests of environmentalists regarding possible impacts of these new plants on humans

**Throw of the dice 5-6: income of 600**

Despite intense cultivation of coffee in your plantations, the plants yield less and less. The government has promised financial aid but it has not provided it yet.

**MARGAN****Throw of the dice 1-2: income of 9**

Your employer decided to become involved in Fair Trade. Thanks to this your salary has gone up.

**Throw of the dice 3-4: income of 8**

Your employer is facing an uncertain future, so the salaries for this year remain unchanged.

**Throw of the dice 5-6: income of 6**

A drop in the income of your employer has led to the reduction of salaries paid out to the workers in his plantation.

**ARAN****Throw of the dice 1-2: income of 38**

You decided to become members of a Fair Trade cooperative. Thanks to this decision the price for your harvest has gone up.

**Throw of the dice 3-4: income of 36**

You have had an average year so you managed to sell your coffee for an acceptable price.

**Throw of the dice 5-6: income of 29**

You decided to sell your harvest to the representatives of an overseas company. They cheated you however and you are selling for a very low price.

**GREEN****Throw of the dice 1-2: income of 47**

Since Royal Roasted Coffee is doing well, the workers in the factory receive bonuses.

**Throw of the dice 3-4: income of 33**

Your salary is the same as usual.

**Throw of the dice 5-6: income of 28**

Since Royal Roasted Coffee is not doing well, there is a possibility of some overtime. The factory is getting into difficulties.



**QUINTIN-SMITH****Throw of the dice 1-2: income of 1000**

Your company concluded profitable business contracts with foreign companies, especially from the USA. The introduction of new technology has led to a significant reduction in your domestic expenses. The share price is high.

**Throw of the dice 3-4: income of 850**

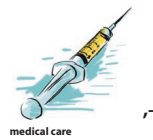
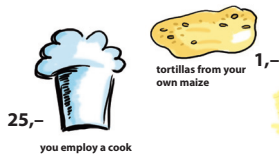
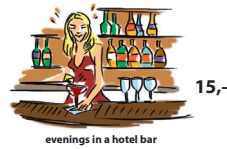
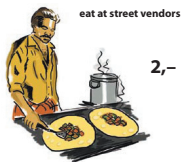
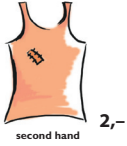
Your company has been successful in entering new markets but the competition is still strong. The price of your shares is stable.

**Throw of the dice 5-6: income of 500**

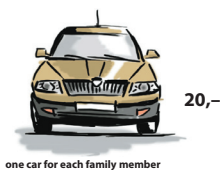
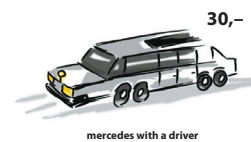
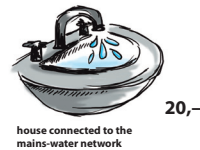
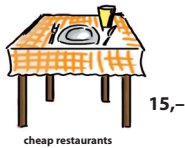
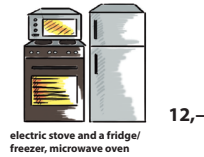
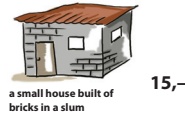
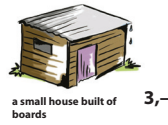
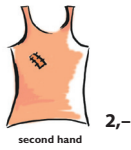
Rumours of an accounting scandal in your company made the investors nervous. The price of the shares has dropped.

Attachment 4 – preview

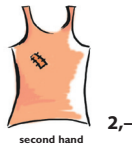
Costa Rica



Brazil



Tanzania



second hand 2,-



clothes from a Kumashi department store 20,-



small house made of clay bricks 2,-



house with five bedrooms in Kumashi 20,-



sewn by a tailor 10,-



cheap clothes from the local market 7,-



three-room house 5,-



coal-powered stove 3,-



gathered wood for your stove 0,-



electric stove and a fridge/freezer 10,-



food from street vendors 3,-



local cheap restaurant 10,-



gas cooker 8,-



air-conditioning 15,-



you employ a cook 10,-



good restaurant every now and then 15,-



you buy drinking water from a water vendor 2,-



boiled river water 1,-



house with a swimming pool 12,-



parties with food and music for your friends 15,-



house with a bath 8,-



a shared well 5,-



concerts of a local band 8,-



a boat in a marine club 50,-



membership in a top sports club 30,-



public transport 1,-



luxurious car 20,-



events organized by the local community 1,-



hitch-hiking or walking 0,-



a second hand car 6,-























medical care ,-



local one-class school/ one child 4,-

England

 second hand 2,-	 clothes from a department store 15,-	 terraced three-roomed house 70,-	 modern villa 100,-
 clothes from a fashion designer 40,-	 rented council flat 15,-	 big house in the countryside 150,-	 cooker with two hotplates 3,-
 gas cooker 10,-	 central heating 20,-	 food from the supermarket 15,-	 food from local market 5,-
 electric stove, microwave, fridge/freezer 25,-	 growing your own vegetables 1,-	 you employ a cook 25,-	 expensive restaurants 30,-
 shared water tap 4,-	 grass-sprinkling system 8,-	 a pub twice a week 5,-	 gardening 1,-
 house with a bathtub 8,-	 villa with a swimming pool 15,-	 holidays in the Maldives 30,-	 a yacht 80,-
 membership in a sports club 35,-	 public transport 2,-	 a limousine with a driver 30,-	 private schools 15,-
 a bicycle 1,-	 a car 15,-	 your own airplane 100,-	 public schools 1,-
 medical care 1,-			



# FISHING GAME

**Goals:** Students will critically assess the choice of behaviour based on cooperation or competition.  
Students will experience a process of drawing (and most likely overdrawing) on shared resources.  
Students will name factors that impact this process with respect to the individual or society. (The basic ones can be found in the section "Reflections"; the group will certainly come up with other factors, too.)

**Curriculum links:** Biology, Economics

**Age:** 12+

**Number of participants:** 3 – 30, depending on their number, the participants either work by themselves or in groups

**Time:** 45 minutes

**Pomůcky:** a chart of the game's rounds (*Attachment 1*)  
a lake (a plate or a string circle)  
Fish (M&M-type candies, models of fish or pieces of paper); 20 per pond  
a fishing rod (a straw or a hand-made fishing rod with a hook)  
whiteboard or a large sheet of brown paper with felt-tip pens

**Preparation:** Fish and fishing rods

- Students can prepare the fish and fishing rods in some of the preceding arts/crafts lessons. The game will be more entertaining if the fishing rods are involved in some way as well; i.e. if catching the fish requires at least some degree of dexterity.
- A more simple yet effective version are the M&M candies as fish that the students fish out or "draw in" by way of a straw (fishing rod) and transfer them to a small bowl for their own team. It will be a good idea to test in advance whether the straws are strong enough and the M&M candies sufficiently light. In this case, a plate or a bowl will represent the lake.
- In the simplest possible version, you can use small cut-out pieces of paper as fish that the students take by hand from a circle indicated on the floor. A photograph with an example of teaching aids. Place a lake with 20 fish in a place where it is visible and accessible to everyone. Prepare the chart on the board or brown paper (*Attachment 1*); each row represents one year in the lives of the fishermen:



Lake

Source: Živica



Fishes

Source: Živica

## Procedure

MOTIVATION

- The aim of this part is to have the students roughly imagine their situation. Describe their current circumstances to the students: *You are fishermen and your sole source of income is fishing in the lake. You sell the fish and you buy all you need from the earnings. From your earnings, you pay school fees for your children, medical care, etc. Two other families of fishermen live by the lake.*
- Divide the students into three teams, give them 1 minute to come up with the names of their teams/families and write them in the chart. This detail can help the students to better identify with their team.

THE GAME / 20 min.

- As to the aim of the game, tell them only: *Your task is to end the game with as many fish as possible.* Do not add anything else to this statement because this leaves space for various interpretations. Answer the questions such as *when is the game going to end?* only by saying that it depends on how successful their fishing will be etc. It is quite likely that they will not finish all ten rounds.
- Explain the rules, including those of rounding off. It is good to write the basic rules on the board or to post them in a visible spot.
  - *There are maximum 20 fish in the lake.*
  - *The game lasts ten rounds / years.*
  - *Each day, the family can catch 0–3 fish. After each round, every family writes the number of fish caught in the chart and they put the fish in their bowl.*
  - *Each night, the fish that remained in the lake reproduce and increase their numbers by 25 %, but they cannot exceed a maximum of 20.*
  - *Each round lasts until everybody has as many fish as they have decided to catch.*
- If the number of fish is not divisible by four, the number of their increase after each round is “rounded off” to the nearest multiple of four. (If for example 10 fish are left, add  $8/4$ , i.e. 2 fish, to the next round. If 11 is left, add  $12/4$ , i.e. 3 fish to the next round). But if 10, 14 and 18 fish are left, disputes can arise as to which multiple of four to use. The rules for rounding off need be defined clearly before the game starts.
- Play as long as there are fish to catch. Do not interfere if somebody makes an effort at limiting the fishing seasons to several rounds only or potentially blame another group for systematically fishing out a maximum, etc.
- If the fish run out, ask the families: *How will you make a living in the coming years?*

REFLECTION / 15 min.

- In the reflection part, pose rather open-ended questions. Start with general topics and narrow them down. First address the impressions, then proceed with the description of the game and conclude by asking what lesson the students have learned from it. Choose your questions with regard to the lesson’s aims.
- Sit down in a circle and ask the students to leave their roles of fishermen.
- First allow the students to give first impressions and emotional reactions. Ask the students as follows: *What impressions do you have? Are you satisfied? How did you view the other groups?*
- Let them describe what was happening and why. Ask them: *How did the game proceed? How did you cooperate inside the families and how was the cooperation between families?*
- Use the chart to help you. You can ask the students to comment on it. Take notice of how the numbers of fish caught by a specific team developed. *Can we observe some turning points? How did you decide on the number of fish that you would catch? Did you have any strategy? How did it change throughout the game? What was the reason for a change in the number of fish caught? To what extent did the decisions of the other families affect you? How would you describe the relationships between the families?*
- *What do you think of the game?*
- *Who has won and who has lost?* Let all groups express their opinions on this issue. If no one comes up with the idea that everybody loses when the lake is empty (or, alternatively, everybody wins when there are enough fish to catch in the coming years), ask this question: *How did you understand your task? Is there any other way of interpreting the assignment?* If nobody seizes on this idea, stress that you did not say at the outset that their task is not to have the maximum number of fish *for themselves*. It could also be understood that the task consists in having the maximum number fish altogether; in other words, those caught plus those in the lake. The task could also be interpreted in a way that they safeguard their livelihoods and simultaneously preserve a maximum number of fish for the ensuing season because the lives of fishermen do not end after ten years. It would be ideal if the students made these observations on their own.
- *What would you change if you played one more time and the chart went on for 100 rounds? Would it be possible to agree on some rules, quotas on the amount of fish that each can catch annually? Would you observe them? Under*

which conditions? (What is the maximum number of fish that could be caught and still allow them to regenerate? To allow the maximum increase of 4 fish in the second year, it would be necessary to catch only five fish in total in the first year (15 is rounded up to 16, 25 % of which is 4). I.e. two families would be able to catch two fish and one family only one fish. In the following year, it would be necessary to catch only four (the population would increase to 19) or even three, which would then result in the original number of twenty fish afterwards.

- What similarity do you see between the game and the real world? Did the game remind you of some experience from your own life? Can you find other situations to which it may apply? In what way does this model not correspond to reality? Would you be able to know the actual number of fish in the lake?
- To conclude, ask each student for the most important idea: *What have I taken from this experience.* If the time is short, they can write their ideas on a post-it. Have at least three students voice their opinions.

## Recommendations

- Alternative: if you play the game with a larger number of students, they can be divided into several sub-teams and the game can be played with several lakes so that at each lake, there would be three families or three individuals. The rules remain the same; only the students now make the chart entries themselves. Ask the teams that finish first: What are you going to do now? It will be interesting to see whether they come up with the idea of joining another group that still has fish to catch. They will try to steal the fish at night etc. Do not interfere; just take this development into account during the debate.
- When you play the game with older students, you can discuss the fact that the majority of current economists do not acknowledge the validity of this model, but in fact maintain that natural resources are not finite. You can have the students, for example, read a passage from the book by Mojmir Hampl, *Vyčerpání zdrojů: skvěle prodejný mýtus* (Depletion of resources: A best-selling myth, published by the Centre for Economics and Politics, Prague, 2004), e.g. chapter 5, pp. 43-57 (or some selected passages from it). Ask the students to write down their opinions. *Are natural resources really like this? Compare which aspects of the game model do not correspond to reality and where does the approach of M. Hampl diverge from it? Can we, in your opinion, defend the principle of excessive marine fishing based on the views of M. Hampl, for example?*
- The whole activity can be used as a brainstorming for the project day centring on the issue of conventional fishing and alternatives to it.

## Infobox

Excessive extraction of renewable resources is any such activity that exceeds the natural ability of the source to regenerate. In other words, we are not using just the natural surplus, but eating into the core of the resource. A typical example of this is marine fishing. The numbers of the most fished species (tuna, codfish) are currently 90 % lower than in the early 1900s. Another problem is the fact that the most desired species are carnivorous, and fulfil the role of predators in the oceanic food chains. The overpopulation of herbivorous species can then occur, leading to the destruction of populations of organisms at the lower levels of the food pyramid, including the primary producers, i.e. plankton and algae.

In case of the Bluefin tuna, sustainable fishing would constitute an annual catch of 7,500 tons. But instead, up to 60,000 tons are caught every year.

Excessive use of natural renewable and non-renewable sources is generally among the highest threats to the world's biodiversity.

### Source:

The game is an adaptation of a computer game by the Clouds Institute ([www.cloudsinstitute.org/fish-game](http://www.cloudsinstitute.org/fish-game))



Attachment 1



	Team 1 Name	Team 2 Name	Team 3 Name
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Year 8			
Year 9			
Year 10			

	Team 1 Name	Team 2 Name	Team 3 Name
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Year 8			
Year 9			
Year 10			



# INTO A SLUM?

**Goals:** Students will put themselves in the place of small-scale tropical crop growers and get to know the specific problems these growers have to face. Students will get to understand some factors which contribute to rainforest clearance and the withdrawal of people from agriculture and the countryside into cities. Based on their own experience, students will express what similarities there are between the problems of tropical farmers and our farmers. Students will get to understand the reasons for the formation and existence of the fair trade concept.

**Curriculum links:** Biology, Geography

**Age:** 14+

**Time:** 45 minutes

**Materials:** data projector  
photo presentation (*Attachment 1*)  
4 × 11 newspaper sheets  
4 dice  
set of cards: To the River (*Attachment 2*) and To the City (*Attachment 3*) – two boards or flipcharts for each crop

**Preparation** Print and cut the cards To the River and To the City. You will now construct four, “scales”. Those scales are each composed of 11 newspaper sheets (which will represent fields) that you place in a row to form a line (scale). Each end of the scale has to be named : one is City, the other one is River. When the scales are ready, place them as far as possible from one another in the classroom. Place the cards packs To the River and To the City near the scales. Try to shuffle the cards in such a way that the different groups are not reading the same cards at the same time.

**Note:** The lesson touches upon the concept of fair trade. However, it does not explain it. That is why it would be suitable that the students have some understanding of fair trade. The lesson could be linked to one focused on fair trade itself (e.g. Coffee family).

## Procedure

- Ask those students to stand up (stand up and sit down again) if they:
  - *personally know a farmer*
  - *are related to someone who earns their living farming (you can ask those who stand up what their relatives think of their own situation)*
  - *have ever considered being farmers*
- If anyone stands up, ask them, what possibilities and advantages over other jobs they think this type of work has. Write their answers on the board. If no one stands up, go to the board and ask everyone to try to come up with as many reasons as possible which can make somebody decide to “live off the land”, and then reasons why they would not like to be farmers.
- To involve the students more, use the T-graph method, where every student writes the pros and cons of farming as a job in two separate columns. Students then walk around the classroom and share their reasons with at least three other students. They can include other students’ ideas in their own lists. Finally, write an overview on the board together.

- Tell the students that now they are going to learn about the situation of farmers in a different context and a different region in more detail.
- Divide the students into four groups. Project the photographs (*Attachment 1*), comment on them and ask the students questions in a way that presents the situation they are supposed to put themselves in. In your comments use the arguments for and against agriculture, which the students came up with in the previous part of the lesson. *You are now becoming four groups of farmers, who earn their living or try to earn their living growing different tropical crops. Two groups grow cocoa and two coffee. However, your life situations are similar.*

### Projection

- Pictures from a rainforest – pic.1 – pic. 4  
*You have lived near a tropical rainforest since you were born. Where could such a story take place? Where can we find tropical rainforests?*
- Map of rainforests – pic. 5
- Waterfall – pic 6  
*What significance does the river have for you as growers? You have worked in agriculture since you were young. The river symbolizes the access to clean, renewable and shared resources, your home, identity, perhaps even self-sufficiency and independence.*
- Village and farming activities – pic. 7 – 14  
*You always have at least some possibilities of growing or collecting food, medicinal plants, perhaps even keep animals. (When showing the pictures of plants let the students guess which plant it is.)*
- View of the city – pic. 15  
*However, now you are trying to decide whether it is time to quit farming and go to the city. What could it bring? The city means opportunity. An opportunity to get away from hard work, which brings less and less money, and get into more promising economic sectors. It is also an opportunity for your children – to get better education, perhaps possibilities to travel, and an opportunity for better living standards while working less. Access to services, for example doctors, is much better in the city. Nevertheless, life in the city is more expensive; at the beginning you could only afford to live in the suburbs, in the so called slum, and hope the situation would get better. What do you imagine when you hear the word slum?*
- Slum Kibera, (Nairobi, Kenya) – pic. 16  
*What are conditions there like? Why do people go there and from where? Where, in the world, can we find them?*
- Map of slums – pic. 17
- Pictures from a slum – pic. 18 – 20  
*It is not easy to make a decision. You know the stories of the unsuccessful, telling about a family that stays in a slum for years, but also the stories with happy endings, when at least one member of a family found a good job.*
- *Your decision making, symbolized by your movement on the River – City scale, is influenced by many factors, which you will find out more about during the game. Sometimes it 's not so much about decision making, but about putting up with your fate, coincidence plays a crucial role...*
- You can switch to explaining the rules.

### Rules

- On the ground there is a scale for moving between the river and the city. Every group divides into two "families" at the beginning, ideally of between two and four members, and they will split their tasks: one is a counter (they move on newspaper sheets), the others make notes and take turns in throwing the dice. At the beginning, the "counters" from each of the two families stand by the central newspaper sheet.
- In every round the family throw a dice; if they get numbers 1 or 3, they take the top card from the pack To the River, if it is any other number they take the card from the pack To the City. The game is uneven (there are 14 cards To the river and 20 cards To the city) to symbolize growing population in urban areas. See the infobox.
- The cards' contents determine where the family will move. Used cards are put aside. Every group makes notes, so that the students are able to recap approximately what led to their move towards the river or the city. During the reflection later on they can of course come back to the texts on the cards.

### Game

- Move among the groups of players and explain if anything is not clear. If any of the questions come up more often, you can write them on the board and come back to them later.
- The game is over when one pack of cards is finished or when a family reaches either of the scale ends. You can also end the game, if you think it is losing pace.
- Let the groups who finished earlier assess: *Who won? Why? Is it better to be closer to the river or to the city? Why do you think two families out of six move towards the river, whereas four families move towards the city? What does this symbolize?* Let the class answer any questions, then complete the answers and explain if anything is not clear. You do not need to wait until all groups have finished playing, if the game is taking too long, you can interrupt it and pose similar questions.
- On the board or a big sheet of paper, based on the notes from the game, make together a list of all the problems the students had to face in their roles as growers. The following should appear: purchase prices, problems with rainforest land – the pressure to enlarge it, contaminated resources, lack of information, weak negotiating position, competition of big plantations, bad working conditions etc. Not everything has to be said, it all depends on what numbers the students got and which cards they read. You can ask them: *Which of these problems are common for both crops? Which, on the other hand, are specific for one of the crops?* However, if the cards for two groups with the same crop were in reverse order, most problems will probably be mentioned. Students should see simultaneously the original list of reasons why not many people in our country want to earn their living farming, as well as the list of problems faced by tropical smallholders.
- Ask the students:
  - *What were the reasons that made you move towards the river? Can you remember precisely? How exactly could your problems be solved?*
  - *Which of the listed problems could you as farmers solve yourselves? Which of them could you not solve, because their solution requires help, cooperation, cooperation with stakeholders from outside?*
  - *Which cards mentioned some kind of connection between the rainforest or the life of smallholders and our shopping? What do you think Fair Trade means?* Here again there is space to clarify any misunderstandings or add information.
  - *Are any of the problems listed similar in any way to the problems mentioned by our farmers, or the reasons people are not too keen to become farmers?*

### Recommendations

- If you have more time for reflection, write 4 questions on 4 large sheets of paper. Let students move around them and put down answers, which will be summed up later. This will again help to engage more students.
  - *Which problems, to be solved successfully, require help, cooperation, cooperation with stakeholders from outside?*
  - *What do you think the concept fair trade means?*
  - *Which reasons to move to the city are the same for your country?*
  - *How does the situation of our farmers differ from the situation of tropical farmers?*
- In the discussions, differentiate carefully between a smallholder and a large scale farmer. This is how these concepts are used in our country as well as elsewhere.

### Infobox

#### From the country to the city

In 1950, 29% of the world population lived in the cities. This proportion has been constantly increasing; in 2009 the number of people living in urban areas (3.42 billion) surpassed the number living in rural areas (3.41 billion). Now, for the first time in history, more people live in urban than in rural areas. The estimated proportion for 2050 is 70 % of people in cities and 30 % in rural areas, which is actually the exact opposite of 1950. Urbanization (urban growth – either by urban population growth or by the withdrawal of the population from rural areas) is incomparably faster in the countries of the Global South. According to the estimates of the United Nations, the vast majority of the future urban population growth will take place particularly in these countries, because in 2011, 3.07 out of the total 3.32 billion people living in rural areas were living in developing countries.

Between the years 2011 and 2030 the world population is supposed to increase by 1.3 billion. Most of this growth is also going to take place in the Global South, and it is rather the urban than the rural population which is going to increase (the rural population is actually going to decrease). This change brings unprecedented social and environmental consequences. In 2007, one out of three city inhabitants were living in a so called slum (in total it is more than 1 billion people).

Slum, or also favela, can be defined in different ways; in all cases it is a part of a city or a settlement attached to a city, which lacks the city infrastructure (water distribution system, sanitary facilities, sewers, health care etc.) The settlement is usually illegal. Slums are not a new phenomenon; they existed in the cities of Mesopotamia. What has changed dramatically is the pace of their growth. For example in Africa the growth of slums basically corresponds to all urban growth (it is referred to as pseudo-urbanization). 72% of the urban population lives in slums. Three toilets and one shower for 250 households are not unusual, especially in sub-Saharan Africa. In east Africa for example women or girls spend one and a half hours daily queuing for water. In some cases it is the family's free choice to move to the city, in others the decision is more likely forced.

There are more factors which contribute to the withdrawal from the country to the cities; it is mainly the poverty of the rural population, whose main income is from agriculture. While only 5% of the northern countries population earn their living farming, in the majority of the Global South the proportion is much higher, in extreme cases (Burundi, Burkina Faso) more than 90%.

The difficulties of the smallholders' living situations are conditioned by the gradual industrialization of agriculture on the one hand, and by low purchase prices caused by trade liberalization in agricultural products on the other hand. Some development programs of the World Bank have had harmful effects on the viability of the African agricultural economies as well. In cases where people are not leaving the country, efforts to maintain a different source of income can be observed, so that the family does not depend on the income from agriculture.

#### **Deforestation**

The rainforests are being devastated for different reasons in different regions. In the Congo rainforest the main factors causing the deforestation are high population pressure and clearing in order to get land for shifting agriculture. Many people were driven into the rainforest by military conflicts in the past. Fuel wood collection is a significant factor as well. The departure of families to the city can present an alternative to further deforestation and vice versa.

In the other tropical rainforest regions (Amazonia, Borneo, Papua New Guinea etc.) the activities of smallholders also contribute to deforestation, however commercial agriculture is much more significant. In Amazonia it is mainly cattle breeding (but up to 80% of meat is exported) and soya growing (most of which is also exported). The expansion of commercially farmed land forces smallholders to cultivate land originally covered by rainforests, even though in Amazonia this is not really population pressure like in the Congo rainforest. Similarly, the rainforests in Southeast Asia and the lives of the local smallholders are threatened by the commercial growth of the oil palm.

The examples described on the cards of this game are, in a way, model examples; the information was collected from the studies of various regions.

#### **Coffee, Cocoa and Fair Trade**

Basic information about coffee and cocoa growing is presented on the cards (Appendix 2, 3). What coffee and cocoa have in common is the fact that most production comes from smallholders. In both cases this kind of production is of higher quality than from plantations. Although cocoa trees and coffee trees naturally tend to grow in the shade of other trees, the growth on plantations in direct sunlight yields more, and thus makes the production cheaper. This is one of the factors, which push the world coffee price down (other factors include, for example, production of lower quality coffee species in Vietnam or the increasing popularity of instant coffee, which can be produced from lower quality coffee). In the case of cocoa, the situation is similar. Coffee is harvested continuously throughout most of the year; however cocoa beans are harvested only once or twice a year. That is why advance payments are relatively more significant for cocoa growers than coffee growers.

One of the ways to reduce the impact of international trade on smallholders and the environment is the Fair Trade (ethical trade) concept. It is a trading partnership between organizations or companies from the countries of the North and production cooperatives from the countries of the South. It emphasises the social and environmental dimension of the production and trade. The fair trade standards guarantee, for example, basic work rights (adequate pay, decent working conditions...) or more environmentally friendly ways of

production (even though they are somewhat milder than the principles of certified organic farming). In the context of tropical rainforests the rules of fair trade explicitly determine that primary forests must not be cut down (i.e. plants grown on land acquired in this way must not be sold as fair trade). In exceptional cases, if the producers can prove that they have no other way to make their living, cutting down trees must be compensated to a maximum degree by new planting. Protection zones around forests (primary as well as secondary), around drinking water sources and all water bodies must be respected. Producer organizations must also prove that they try to support production diversity in their members, using wood at the farms and planting trees on suitable land to a maximum degree. We can say that fair trade thus contributes to the reduction of pressure on tropical rainforests.

#### **Sources for urbanization:**

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United Nations Population Fund: *People in Cities: Hope countering Desolation*. [online] Available at: [http://web.unfpa.org/swp/2007/english/chapter\\_2/index.html](http://web.unfpa.org/swp/2007/english/chapter_2/index.html) (quoted 6/9 2011).

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#### **Agriculture in Africa:**

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Butler, Rhett: Borneo. [online] Available at: <http://www.mongabay.com/borneo.html> (quoted 6/9 2011).

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Mrázková, B. – Ruferová, Z. (2008): *Taste of Rainforest*. Manual from The World in the Shopping Cart series. Brno: NaZemi – společnost pro fair trade

Chatrná, M. – Ježková, M. (2009): *Bitter Taste of Chocolate*. Manual from The World in the Shopping Cart series. Brno: NaZemi – společnost pro fair trade

### Attachment 1 – preview



photo: Eva Malifová

Tanzanian rainforest, 2010



photo: Eva Malifová

Tanzanian rainforest, 2010



photo: Eva Malifová

Rainforest – detail, 2010



photo: Eva Malifová

Rainforest – detail, 2010



photo: mongabay.com

Map of rainforests



photo: Jana Skubalová

Waterfall, Mali, 2010



photo: Pavla Záčalová

Village, Dominican Republic, 2005



photo: Petra Krylová

Banana tree, Costa Rica, 2007



Man with a cocoa tree, Dominican Republic, 2005

photo: Pavla Záčalová



Woman with a coffee tree, 2007

photo: Petra Krylová



Seedlings of coffee trees, Columbia, 2007

photo: Eva Franková



Freshly planted field, Tanzania, 2010

photo: Eva Malířová



Cows, Dominican Republic, 2005

photo: Pavla Záčalová



Poultry, Columbia, 2007

photo: Eva Franková



Bamako, capital of Mali, 2010

photo: Jana Škubalová



Slum Kibera near the city of Nairobi, Kenya, 2010

photo: Eva Malířová





Map of slums



Slum Kibera, 2010

photo: Eva Malifová



Slum Kibera in detail, 2010

photo: Eva Malifová



Slum Kibera in detail, 2010

photo: Eva Malifová

**Source of the data for the map**

According Davis, Mike (2006): *Planet of Slums*. [online] Available from: [wikimedia.org](http://wikimedia.org) (quoted 17/9 2011).

## Attachment 2



## COFFEE – To the River

**To the River**

In collaboration with an NGO, you worked on getting funding, and received it, in order to buy equipment for further processing of coffee beans. This means you do not need to sell raw coffee but shelled and dried coffee beans, for which you will gain more money. Move two fields towards the river.

**To the River**

You are taking part in a project which promotes so-called wild coffee in European countries. This means that you collect coffee which grows freely in the rainforest. You only collect natural new growth, so that the coffee trees manage to reproduce. Although coffee harvested in such a way is expensive, some consumers like this idea and the coffee sells quite well. It is nice to work for the rainforest sustainability, and in that way coffee trees can grow here. Move one field towards the river.

**To the River**

You realized that coffee shells can be composted and used as a fertilizer. In this way you could reduce the use of artificial fertilizers. Thus your production costs decrease and, furthermore, if you could get rid of artificial fertilizers completely, you could consider organic certification and gain more money for your coffee. Think about this and, in the meantime, move one field towards the river.

**To the River**

You became members of an agricultural cooperative, which is part of fair trade, the ethical trade. This means, among other things, that you agreed not to cut down primary forests in order to enlarge your fields any more. Nothing is pushing you to do that anyway, because you can earn your living without any major problems. The main reason is that through engaging in fair trade you get a higher price for your coffee than before. Move two fields towards the river.

**To the River**

An organization of smallholders from Nicaragua held a number of seminars on farmers' mutual education in your area. You exchanged your experience, learned a lot of new things about the problems of erosion and the fast depletion of soil nutrients from bare rainforest land. You decided to take various measures against erosion and prolong the lifetime of your fields. Move one field towards the river.

**To the River**

The source area of your river was supposed to be appropriated and deforested. This would decrease the flow of the river and even put your life in danger. Through publicity and a successful international internet petition initiated by a local school project the government found themselves under pressure from many sides and the project was suspended at least for now. Stay where you are.

**To the River**

You joined a few dozen families who are in a similar situation. You founded a cooperative where you sell all your coffee together. You have a stronger negotiating position against the middlemen now, and, moreover, you gained an opportunity to join fair trade. That means you are going to sell your coffee directly to an American fair-trade organization for a guaranteed price. Thus you got rid of the middlemen and you will gain a much higher share of the overall coffee price. Move one field towards the river.

## COFFEE –To the City

**To the City**

Somebody advised you that if you grow coffee in direct sunlight, the fruits will ripen faster and the overall yields will be higher. For that reason you cut down banana and alder trees a few years ago, which lined the edges of your fields. However, the price of coffee went down significantly this year, and you are starting to feel the loss of other advantages of growing plants in the shade (bananas for your own consumption and partially also for sale, production of fuel wood). Move one field towards the city.

**To the City**

Your coffee trees are now over thirty years old. That means they will bear fruit for only a few more years. You realized only recently, that it would have been possible to prolong the life of your coffee trees by taking better care of the soil. Now it is too late, you will have to leave your current field soon. Cutting down another part of the forest to gain new land can save you from going to a slum. Stay where you are.

**To the City**

You ventured to grow a higher quality type of coffee and growing in the shade, which ensured higher price for some time. However, in the recent years Europe and the USA are processing even the lowest quality coffee beans due to new technologies of producing instant coffee (for which there is a growing demand). This pushes the prices of coffee generally down, which also concerns you. Move one field towards the city.

**To the City**

The impossibility to earn your living growing coffee pushed you to start growing plants for the production of drugs – poppy and coca plants. Your illegal incomes increased, but you are living in a constant fear of penalties. Stay where you are.

**To the City**

You hear from everybody that you should change growing coffee for something more profitable and produce coffee only in those seasons, when its price is high. This is said easily – but firstly your coffee trees will start yielding only 3-6 years after planting, and secondly, you had to invest in them and you have no more means or knowledge to grow anything else. Move two fields towards the city.

**To the City**

As you could not make your living by your own coffee production, your wife started working as a coffee picker at a nearby plantation. Now the plantation owner dismissed the pickers, because he bought harvest machines. You are not angry with him as he is trying to reduce the costs like everyone else, the machines damage the trees, but they are cheaper than handwork, however this moves you two fields towards the city.

**To the City**

You were going to, like many times before, cut down about half a hectare of forest. Firstly you need to plant your new coffee trees somewhere and secondly you need wood for house construction, heating, and perhaps you would manage to sell a part of it... But this area was declared a nature reserve half a year ago. This means you have to live off your current land, worn out to a large extent. Move one field towards the city.

**To the City**

You are very worried about your river and other water sources in your area. A little further up the stream large parts of the forest are going to be cut down for soya growing. This soya is genetically modified to be resistant to herbicides. Presumably, herbicides are going to be applied intensively and they will probably contaminate the surrounding area. Move one field towards the city.

**To the City**

In response to the growing demand for palm oil your wealthier neighbour decided to establish oil palm plantations on his land. Such plantations may remotely resemble a forest; however they cause great splash erosion of soil, which probably ends up in your river. And it is not only soil particles which make the water muddy – a large amount of pesticides are used on the oil palm plantations, which can pollute the river. Move one field towards the city.

**To the City**

Only two middlemen buy coffee in your area. Each time you ask them in vain what the world price of coffee actually is. Each time you leave angry, but each time you come back and accept their ridiculous offer, although you suspect you could get much more. Nevertheless, you have no means of your own to transport your coffee to the port, where you could sell it at a good price. Move one field towards the city.

**To the City**

You were shocked by how much money a customer pays for a cup of coffee in a café and how negligible your share of this price is. You sink into depression and begin to believe that living off small scale farming is a hopeless struggle. Perhaps there would be a better opportunity in the city...Move two fields towards the city.

## Attachment 3

## COCOA – To the River and To the City

**To the River**

Since you became members of a fair trade cooperative you also get – beside a higher price for your cocoa – the so called social bonus. More precisely it is not you alone who gets it – it is sent to a common fund and you decide together with the other cooperative members what common project you are going to finance by this money. All members like the idea of building a school, so that your children do not have to walk two hours to the city. Move one field towards the river.

**To the River**

You sell your cocoa beans certified by a fair trade organization now, which pays you up front if you need it. You do not need to borrow money between harvests at a high interest rate any more, like you used to. Your financial and overall situation is thus much better. Move one field towards the river.

**To the River**

You started growing cocoa trees in the shade of other plants again – mainly banana trees. This brings a lot of advantages: firstly cocoa grown in this way has a higher value and you can sell it at a higher price, and secondly, you have bananas for your needs and you can also sell them at the local market. Move one field towards the river.

**To the River**

The neighbouring fair trade cooperative did not want or supposedly could not accept you as members for a long time. They argued the demand for fair trade cocoa was low. Fortunately, the awareness about problems connected with traditional cocoa growing increased in Europe, and this increased the demand for a more considerate alternative – organic cocoa and cocoa produced under the umbrella of fair trade. Cooperative representatives invited you to become members as well, because their sales increased. Move two fields towards the river.

**To the River**

For a long time you were worried about having to cut down young trees in the rainforest in order to get fuel wood. Now the cooperative approved buying solar water heaters from the fund of social bonus (paid by fair trade on top of the price for your cocoa), which will significantly decrease the use of fuel wood. Move one field towards the river.

**To the River**

In spite of the fact that the stock market cocoa price continues to fluctuate, your subsistence is no longer under threat as it was before. Joining the fair trade system guarantees that you will get the agreed minimum price which will cover your costs and ensure decent living standards for your family. If the stock market cocoa price increases, the price you get increases as well. However, it never sinks underneath the guaranteed amount. Move two fields towards the river

**To the River**

Following advice you received from a non-governmental organization, you introduced various anti-erosion measures, you started using compost more and take better care of soil fertility. Thus you managed to prolong the lives of the cocoa trees, which are over 20 years old, but still yield relatively well. For now you do not need to consider looking for new land. Stay where you are.

**To the City**

The middleman who buys your cocoa beans wants to pay you even less this year than last year. He claims that this is due to the decline in world prices. Although this is possible, because the price of cocoa fluctuates a lot, you have no way to verify this, which has been irritating you for a long time. Move one field towards the city.

## COCOA – To the City

### To the City

Purchasing cocoa beans usually happens twice a year. During the rest of the year you have no other income and the middleman pays nothing up front. If you have any unexpected costs, e.g. for a doctor, you need to get a loan at an extremely high interest rate. You manage to pay it back only with difficulties after the next cocoa beans purchase. You are threatened by the necessity to sell your land in order to pay your debts and move to a slum. Move one field towards the city.

### To the City

Your cocoa trees are over 20 years old. That means they yield less beans with lower quality. What can you do? The easiest way out is to find different land and move there. You will need to cut down another piece of forest. Stay where you are.

### To the City

You went to work at the neighbouring cocoa plantation. The salaries were very low, but now it is even worse – the plantation owner does not want to employ you any more, he prefers to hire children, because he can pay even less for their work. Move one field towards the city.

### To the City

Growing cocoa on a small scale is really not profitable. It does not help that your cocoa is of higher quality than the one from plantations – your production costs are so much higher. Wouldn't it be better to just quit and try to find a job in the city? Move one field towards the city.

### To the City

Some time ago somebody advised you to join some lands together, you removed high trees which shaded the cocoa trees, and really, more sunlight brought higher yields. However, larger monoculture requires more chemical protection against vermin and diseases. That means additional costs at the local trader. You do not have enough means though. Move two fields towards the city.

### To the City

Low incomes from the sale of cocoa beans forced you to accept your neighbour's offer that your daughters can work as servants in his house. This brings in a bit more money, but you are convinced your neighbour takes advantage of the situation and does not treat your children well. They always come back when it is dark and in bad mood. If the situation does not get better, you will move to the city, hopefully the children can go to school there... Move one field towards the city.

### To the City

When the cocoa price was higher, you invested quite a lot of money into planting new cocoa trees. Now, ten years later, they are starting to yield beans of high quality, but the price of cocoa unfortunately remains below the value which would at least cover your costs. On top of that you took a loan to buy the new seedlings and now you cannot pay it back. Move two fields towards the city.

### To the City

Recently, when the rainforest was being burned down to acquire new agricultural land, the fire got out of control. Most of your newly planted cocoa trees burned down as well. Move two fields towards the city.



# BEADS GAME

**Goals:** Students will experience inequality in wealth and information, which defines the possibilities of survival and the form of economic goals. Students will assess the advantages and disadvantages of cooperation and competition.


**Curriculum links:** Social Studies, Economics, Geography

**Age:** 14+

**Time:** 45 minutes

**Number of students:** 15–30

**Space:** free space large enough to move around – classroom, school yard, meadow...

**Materials:** containers (envelopes, paper bags)  
a small bell  
colourful beads – 6 colours, approximately 140 pieces of each colour; if there are more players, the number of beads must be higher accordingly  
a print out of the goal (*Attachment 1*)  
a detailed description of the number of beads to be divided into containers (*Attachment 2*) 

**Preparation:** Prepare a container for each student and label it with the initial letter of the group name of which the particular student is a member (see below). Put the following into each container: instructions common for all the students of the particular group (*Attachment 1*), a goal which is different for each student (*Attachment 2*), and an appropriate number of beads (as described in *Attachment 3*). In the given space prepare three places labelled with the same letters where each group will gather later on.

**Note:** The ratio of students in the groups (R – rich, A – average living standard, P – poor) corresponds to the actual distribution of wealth in the world. If there are more than 23 players, it is necessary to keep the ratio (it is not a problem to double the goals in the groups).

## Procedure

- Tell the students you are going to play a game, but do not tell them what the game is about. Do not tell them what the letters on the containers stand for either. Give each student one container with beads. Inform them that they can only open the containers when instructed by you. When dividing the students into groups, consider carefully which student will go into which group. Place one of the more active students in the position of less power – i.e. into group P. This will ensure the lesson will have a good pace, students will gain a more vivid experience and you will gain more stimuli for the game analysis later on.
- Afterwards, ask the students to get into groups based on which letters are on their containers; they must find their group co-players.
- If it is possible with the particular group, the game should proceed without words. You can consider introducing penalties – anyone who speaks loses a bead. The game in silence symbolizes language, social and cultural barriers. If you think the group would not manage, speaking can be allowed; however, the students must not say anything about their goals to members of the other groups.

- Tell the students they have 5 minutes to open their containers and study the instructions. Should the game go on in silence, give the last space for questions. Each group has slightly different instructions. The poorer the group, the less clear they are. For that reason the group Poor will probably have the most questions; however, do not tell them more than what there is in the instructions. You do not really need to explain the rules; they are described in the instructions.
- Ring the bell to start the first round. Each round lasts 3 minutes. During the round, students can exchange beads freely. Ring the bell again after 3 minutes, the round is finished. After each round everyone must hand in one yellow and one red bead. When all have handed in their beads, ring the bell for the next round.
- If anyone cannot hand in beads, they are considered dead and sit aside until the end of the game.
- The recommended number of rounds is 6 in total. If you think the game is losing pace you can also end it after the 5<sup>th</sup> round. End the game with a significantly longer ringing of the bell. It is intentional that the players not know how many rounds there are in the game.
- Ask the students:
  - *What are your impressions of the game? How did they change during the game? What were your feelings when working in your group and when interacting with the other groups?*
  - *Did you manage to reach your personal goal? Did the others in your group manage? Describe how the game went on. Did you know what to do in this game? What did you have in your containers at the beginning of the game? How and where did you get the necessary beads?*
  - *How did the cooperation and the competition manifest? Did you manage to cooperate with anyone within your group? Did you manage to cooperate with anyone outside of your group? Did anyone give a bead to anyone else? Did anyone steal or cheat?*
  - *How did the groups differ (information, goals, number of members, number of beads)? Why did some groups have more detailed information and others less? Why was the number of members in different groups as it was? How did the individual goals differ within a group? Why did the game proceed in silence?*
  - *How did the game reflect the reality? What defines the possibilities of different people in the world to reach their goals, satisfy their needs (red and yellow beads)? What defines the kinds of goals different people in the world have?*
  - *Which group do you think you belong to? Who would belong to the other groups?*
  - *What did you learn about yourselves?*

## Infobox

### Knowledge gap

The Knowledge-gap hypothesis suggests that the mass media production growth increases the gap in knowledge between the privileged and the underprivileged social classes; in other words the people with a higher socioeconomic status are more likely to receive the increasing flow of mass media information, and that creates an information gap – the underprivileged then sink into information poverty.

Information poverty is also related to a younger and wider concept: “the digital gap”, which was defined by Kofi Annan in his opening statement at The World Summit on the Information Society in 2003. This concept describes the difference between people, households, companies or regions in their access to information and communication technologies. The digital gap includes the differences in physical access to technologies as well as in the abilities and skills to use them. The digital gap also influences world trade, and as a consequence, emphasizes economic inequalities. Kofi Annan, a former UN Secretary-General, mentioned the following example: “E-commerce is linking some countries and companies ever more closely together. But others run the risk of further marginalization.”

### Sources:

Tichenor, Philip J. et al (1970): Mass Media Flow and Different Growth in Knowledge. American Association for Public Opinion Research.

Herbermann, Jan Dirk (2003): „Digitální propast“ mezi chudými a bohatými zeměmi se stále zvětšuje. [online] Accessible at: <http://hn.ihned.cz/c1-13742390-digitalni-propast-mezi-chudymi-a-bohatymi-zememi-se-stale-zvetsuje> (quoted 17/9 2011).

Kofi Annan’s opening statement at The World Summit on the Information Society, 2003, Geneva. [online] Accessible at: <http://www.itu.int/wsis/geneva/coverage/statements/opening/annan.html>



## Attachment 1

**INSTRUCTIONS – GROUP A**

**Aids:** You will find colourful beads in your container. You will use these beads throughout the whole game.

**Goal:** You have to try to acquire the prescribed number of beads by the end of the game. You can also help the others in your group to reach their goals.

**Ringling:** The game will proceed in rounds. Short ringling signifies the beginning or the end of one round. When a round is finished, stop exchanging and stand in one place. At the end of each round the coach will bring a box and you have to put one red and one yellow bead in it. If you cannot hand in these beads and no one else helps you, the coach will take all your beads. Then you have to sit aside and you will watch the others for the rest of the game.

You don't know how many rounds there will be. The game is over when you hear a long ringling of the bell. The aim of the game is exchanging beads in order to reach your personal goal and possibly also the goal of your group. There are two levels of goals in this game – personal and group goals. Your task is to reach all your personal goals first of all.

**Do not forget: the game proceeds in total silence!**

**INSTRUCTIONS – GROUP P**

**Aids:** In your container you will find hjlhvfcxrexc beads.

**Goal:** You have to acquire a given kbhbilk of beads by the end of the game. You can also help the others in vghyyk group to reach liážfrtx goals.

**Ringling:** The game will žfvjbcšh in rounds. Short ringling is the end of a round. Stop doing everything and stay in one place. At the end of each round the coach will bring a krkkbvdeaw and you have to put one red and one lkgsreu yellow bead in it. If you don't have them and no one helps you, the coach takes all your beads. You are "dead".

You will know when the game is over.

**Do not forget: the game proceeds in total silence!**

**INSTRUCTIONS – GROUP R**

**Aids:** You will find colourful beads in your container. You will use these beads throughout the whole game.

**Goal:** In the container you will also find a list of beads for each colour. This is your goal: you must try to acquire the prescribed number of beads by the end of the game. Everyone has their goal and they will try to reach it by exchanging their beads. You can also help the others in your group to reach their goals.

**Ringling:** The game will proceed in rounds. Short ringling signifies the beginning or the end of one round. One round lasts 3 minutes. During one round you can move anywhere within the room and exchange your beads with anyone. When a round is finished, stop exchanging and sit on the nearest chair. At the end of each round the coach will bring a box and you have to place one red and one yellow bead in it. When you hear the next short ringling, you can start exchanging again. If you have no beads to put into the box and no one else helps you, the coach will take all your beads. Then you have to sit aside and you will watch the others for the rest of the game.

The game is over when you hear a long ringling of the bell.

The aim of the game is exchanging beads in order to reach your personal goal and possibly also the goal of your group. There are two levels of goals in this game – personal and group goals. Your task is to reach your personal goals first of all. Some beads are rarer than others, because there are few of them. Red and yellow beads are the rarest and also the most precious, because they ensure your survival during the game. Not all the players have the same numbers or colours of beads as you and everyone has different goals in the game.

**Do not forget: the game proceeds in total silence!**

## Attachment 2

**Goal assignment**

If you cannot acquire the same bead colours as described here, you need to adjust the appendix.

<b>R1 Your goal is to have the following number of beads by the end of the game:</b>	red 9	yellow 8	wooden 4	white 3	purple 3	pink 4
<b>R2 Your goal is to have the following number of beads by the end of the game:</b>	red 8	yellow 8	wooden 4	white 6	purple 1	pink 3
<b>R3 Your goal is to have the following number of beads by the end of the game:</b>	red 10	yellow 8	wooden 3	white 5	purple 4	pink 4
<b>R4 Your goal is to have the following number of beads by the end of the game:</b>	red 10	yellow 7	wooden 2	white 3	purple 1	pink 4
<b>A1 Your goal is to have the following number of beads by the end of the game:</b>	red 5	yellow 4	wooden 6	white 2	purple 4	pink 7
<b>A2 Your goal is to have the following number of beads by the end of the game:</b>	red 6	yellow 5	wooden 4	white 2	purple 2	pink 5
<b>A3 Your goal is to have the following number of beads by the end of the game:</b>	red 4	yellow 3	wooden 2	white 2	purple 1	pink 3
<b>A4 Your goal is to have the following number of beads by the end of the game:</b>	red 5	yellow 6	wooden 2	white 1	purple 1	pink 2
<b>A5 Your goal is to have the following number of beads by the end of the game:</b>	red 5	yellow 5	wooden 2	white 2	purple 1	pink 2
<b>A6 Your goal is to have the following number of beads by the end of the game:</b>	red 4	yellow 6	wooden 1	white 2	purple 2	pink 3

<b>P1 Your goal is to have the following number of beads by the end of the game:</b>	red 2	yellow 2	wooden 2	white 2	purple 2	pink 2
<b>P2 Your goal is to have the following number of beads by the end of the game:</b>	red 1	yellow 2	wooden 3	white 2	purple 3	pink 1
<b>P3 Your goal is to have the following number of beads by the end of the game:</b>	red 1	yellow 2	wooden 3	white 2	purple 3	pink 1
<b>P4 Your goal is to have the following number of beads by the end of the game:</b>	red 3	yellow 1	wooden 2	white 1	purple 2	pink 1
<b>P5 Your goal is to have the following number of beads by the end of the game:</b>	red 2	yellow 1	wooden 2	white 2	purple 1	pink 3
<b>P6 Your goal is to have the following number of beads by the end of the game:</b>	red 1	yellow 2	wooden 3	white 2	purple 3	pink 1
<b>P7 Your goal is to have the following number of beads by the end of the game:</b>	red 2	yellow 2	wooden 2	white 2	purple 2	pink 2
<b>P8 Your goal is to have the following number of beads by the end of the game:</b>	red 1	yellow 2	wooden 3	white 2	purple 3	pink 1
<b>P9 Your goal is to have the following number of beads by the end of the game:</b>	red 4	yellow 1	wooden 1	white 2	purple 2	pink 3
<b>P10 Your goal is to have the following number of beads by the end of the game:</b>	red 2	yellow 2	wooden 2	white 2	purple 2	pink 2
<b>P11 Your goal is to have the following number of beads by the end of the game:</b>	red 3	yellow 1	wooden 2	white 1	purple 2	pink 1
<b>P12 Your goal is to have the following number of beads by the end of the game:</b>	red 2	yellow 3	wooden 2	white 2	purple 3	pink 2

## Attachment 3

**Number of beads each player is given at the beginning**

Following this table, divide the beads and put the particular numbers into the containers according to groups. Be careful when allocating the number of beads for the corresponding goal.

PLAYER	RED	YELLOW	WOODEN	WHITE	PURPLE	PINK
R1	13	17	1	2	1	2
R2	14	16	2	2	2	2
R3	18	14	5	0	3	1
R4	19	15	7	2	3	0
A1	8	9	3	1	1	2
A2	10	5	0	1	1	5
A3	6	6	1	1	2	7
A4	4	9	1	0	1	6
A5	10	10	1	4	0	8
A6	9	10	1	1	1	8
P1	1	4	4	5	1	1
P2	2	0	6	5	1	1
P3	0	3	4	3	2	0
P4	2	1	8	2	1	1
P5	2	2	2	8	2	1
P6	1	1	7	6	3	0
P7	4	1	3	5	1	1
P8	3	3	4	5	1	1
P9	5	4	0	1	1	5
P10	1	2	6	5	1	1
P11	2	3	4	2	1	1
P12	3	3	3	1	1	5
P13	3	2	4	5	1	1



# EXCHANGE OFFICE

<b>Goals:</b>	Students discuss the role of money in economics. Students will be able to explain the advantages and risks of money as a medium of exchange. Students will use their game experience in real life.
<b>Curriculum links:</b>	Economics, History
<b>Age:</b>	14+
<b>Number of Students:</b>	20–30 players
<b>Time:</b>	total 45 minutes, including 25 minutes of game time
<b>Materials:</b>	Cards with ranking 1 – x – according to the number of students Cards with words – according to the number of students ( <i>Attachment 1</i> ) Cards with letters – 5 × number of students (according to words chosen) ( <i>Attachment 2</i> ) “joker” cards – according to the number of students ( <i>Attachment 2</i> ) Cards with extra letters ( <i>Attachment 3</i> )
<b>Preparation:</b>	According to the number of players, write down the ordinal numbers 1 <sup>st</sup> – x <sup>th</sup> on pieces of paper Copy and cut up <i>Attachments 1</i> and <i>2</i> Arrange the classroom so that the students sit in a large circle where the whole activity can take place. Put the cards with rankings into the middle of the circle, with 1 <sup>st</sup> being on the top

## Procedure

- The game should start with some motivation, e.g. like this: Who is the richest in the world? Who are those people? How did they get their money? ...most of them are probably businessmen...What should a businessman know? How do you think you could become successful businessmen? In particular, a good businessman must know how to exchange as profitably as possible. Let's try to find out how you can do it in a game called the Exchange.
- Explain the rules:
  - Each student takes several cards with letters (e.g. DIKMC) and a card with a four letter word (e.g. BANK). The aim of the game is to assemble that word by exchanging letters with other players as quickly as possible, then pick up a ranking card and sit down.
  - There are five rounds of the activity. In each round, the rules are slightly modified. The aim of the game remains the same, however: to assemble a complete word by exchanging letters as quickly as possible and then pick up the card with the highest ranking. The most successful businessman is the student with the lowest sum of ranking numbers after all five rounds.
  - A given round ends when all players have composed their words.
  - Both cards with letters and cards with words are to be drawn again at the beginning of each round.
- At the beginning of each new round, the players will draw cards according to respective round.
- Measure the time the students need to assemble their words and sit down.
- While explaining the rules of the next round, write down in the chart both the rules and the number of cards in play. Before each round starts, give the players some time to think up questions about the way the game works – the exchange itself is very fast so while it's happening, there's no time for long explanations.

- After five rounds, the round numbers, a summary of their rules and the times we measured should be written on the board. The data will be a starting point for a discussion about the functions of money, represented by the joker cards in our activity.

#### Example of a chart for 28 players

EXCHANGE OFFICE			
ROUND	ADDITIONAL RULES	NUMBER OF CARDS	TOTAL TIME
I	---	$4 \times 28 = 112$ letters	
II	Any player who finishes must give his extra letter to the player he last exchanged with.	$5 \times 28 = 140$ letters	
III	Any player who finishes must put his extra letter into the pile in the center, where they can be "bought" with joker cards	$5 \times 28 + 28/2$ jokers 140 letters + 14 jokers	
IV	---	$4 \times 28 + 1 \times 28$ jokers = 112 letters + 28 jokers	
V	---	$4 \times 28 + 2 \times 28$ jokers = 112 letters + 56 jokers	

#### Rules of Individual Rounds

- 1<sup>st</sup> Round: The game is played with only the letters necessary for the students to assemble their words (e.g. for 28 students:  $28 \times 4 = 112$  cards). The students draw cards randomly so that they could possibly obtain some letters for their words at the very beginning.
  - 2<sup>nd</sup> Round: The game is played with the letters necessary for the students to assemble their words PLUS one extra letter for each student. Each student draws five letters at the beginning. Once the student assembles the whole word, he/she gives his/her extra letter (if he still has one) to the player he/she exchanged the last letter with.
  - 3<sup>rd</sup> Round: The game is played with the letters necessary for the students to assemble their words PLUS one extra letter for each student PLUS joker cards for half of the players (e.g. for girls only). At the beginning, the players have 5 or 6 cards. If a player assembles a word, he puts his extra letters into a "pot" in the middle of the circle. Letters from the pot may be "bought" with joker cards. (i.e. If I have a joker card, I can exchange it for any letter in the pot)
  - 4<sup>th</sup> Round: The game is played with the letters necessary for the students to assemble their words PLUS one joker card for each student. No rules regarding joker cards are defined (there is no pot for exchanging joker cards)
  - 5<sup>th</sup> Round: The game is played with the letters necessary for the students to assemble their words PLUS two joker cards for each student. Again, no rules regarding joker cards are defined.
- At the end of the Exchange, the best businessman will be announced (the player who recorded the lowest sum of ranking numbers wins).
  - Questions for Reflection:
    - What are your impressions? What was happening?
    - How were we doing as businessmen? Were we successful?
    - In what sense did the rounds differ from each other? Which round was the easiest one and which one the most difficult? Why?
    - Can you see any similarities to reality?
    - What was the value of joker cards in each round? What did they represent?
    - What do the different rules represent in reality?
    - What is money and what is its purpose?
    - Where does its value come from?
    - What are the advantages and disadvantages of money?
    - Could society operate without money as we know it?
    - What happens if there's too much money?

- *What could cause you to stop trusting money?*
- *Have you ever heard of such a situation?*
- In the end, have the students answer these two questions: What is money and what is its purpose? Can you see advantages and disadvantages to money? Some of the answers may be read aloud.

## Recommendations

- The first reflection can take place after the second round. We can discuss the differences between the first and the second round together with students.
- If you choose written reflection, the questions you use should be new ones not yet discussed.

### Characteristics of the rounds illustrating the development of money

- **In the first round**, the players only have enough cards (stock) to cover their own needs (if they manage to exchange what they need)
- **In the second round**, a surplus has emerged, allowing the players to speculate more during exchanges. Increased supply should lead to easier exchange; some cards may even become a medium of exchange.
- **The third round** corresponds to a situation where a medium of exchange (joker cards) has emerged, backed by real value (the promise that at the end of the game, it will be possible to exchange a joker card for any card in the pot).
- **The fourth round** corresponds to a situation where a medium of exchange (joker cards) is not backed by any real value, but may still function as a medium of exchange.
- **The last round** (with a higher number of joker cards) poses the question of the real value of money (e.g. Should one letter be exchanged for one or two joker cards? Will any player become a “bank”, keeping and exchanging large amounts?)

Exchange times will likely shorten with each round.

## Infobox

### A Brief History of Money

There are three basic functions of money nowadays. Money is:

- 1) a medium of exchange
- 2) a unit of account
- 3) a temporary store of value

But it hasn't always been like that. Money went through a long evolution and obtained its present form and function gradually. What were the basic historical steps?

**1. Barter** – a direct exchange of goods for other goods. This oldest (and still existent) method of exchange worked without money. However, its disadvantage was the existence of the so-called “double bind”: the hunter who wanted to exchange a roe deer for shoes had to find someone who not only had shoes to exchange but was also willing to accept the roe-deer.

**2. Commodity money** – the problem of the double bind was overcome by so-called commodity money. This “money” was in fact some good that everyone was willing to accept, even though they didn't need them at the moment. For example fur, cattle, salt, cocoa beans, or even cloth. The disadvantages of these equivalents were limited divisibility, storage problems and sometimes limited durability.

**3. Metal coins** – among various commodity monies, metals started to be favored due to their durability and almost unlimited divisibility. To simplify trading, merchants started to engrave weight marks and other symbols on copper, silver and golden bars. Only one step remained before real coins to appear – the ruler of the region had to guarantee accurate weight and purity of a coin with his stamp.

**4. Gold-backed paper money** – the first paper money with a constant value appeared in China in the 11<sup>th</sup> century. It evolved from bills of exchange the merchants used to take on the Silk Road instead of coins to lighten their cargo. A growing need for speedy exchange led to the appearance of paper banknotes in the 17<sup>th</sup> century in Europe. The largest banking houses started to emit paper notes in exchange for gold deposited in their banks, and these notes themselves quickly became a medium of exchange. Gold was deposited in bank safes, and only paper “banknotes” circulated among merchants. The value of the banknotes was based on the promise of possible exchange for gold on demand. We are talking about the “gold standard” era – banknotes are backed by an equivalent amount of gold.

**5. Today's money** – due to wars in the 20<sup>th</sup> century, an effort was made to raise the amount of money in belligerent powers' economies, and the gold standard was abolished (the ultimate end of the gold standard was effected by the collapse of the so-called Bretton Woods system in 1971). Money is no longer backed by an equivalent amount of gold and, since the 19<sup>th</sup> century, not even by bank notes. A growing amount of our financial “value” has been deposited in bank accounts, mostly electronic ones, since the mid- 20<sup>th</sup> century. States are the guarantors of currencies, but all currency users are indirect guarantors. The present system is based on trust in the future exchangeability of money. If this trust disappears, the currency will break down, losing its functions.

It is important to stress that the above-mentioned overview is very brief and focused on the evolution of money in Europe. Individual phases of this evolution sometimes took place simultaneously in different places, and some forms of exchange (for example barter and the commodity money system) have not entirely disappeared yet.

**LETS – Local exchange trading system**

LETS is an alternative economic (or business) system. It aims to help developing local trade. LETS consists of a group of people who don't use normal currencies (e.g. The LETSystem Design Manual. Available at: <http://www.gmlets.u-net.com/design/home.html> or Open Money. Available at: <http://www.openmoney.org/>)



## Attachment 1



bank	Pane	chůze
úpis	proč	rýma
dluh	vzor	léky
síla	něco	vlak
prach	bíle	mrak
brzy	ručí	růže
kruh	nebo	díra
slib	celý	víra
kovy	cena	pusa
věří	tedy	máta
rýže		

## Attachment 2-4 – preview

Písmena základní

A	A	A	A
A	A	A	A
A	A	A	A
Á	Á	B	B
B	B	B	C

Písmena základní

C	C	Č	Č
D	D	D	E
E	E	E	E
E	E	E	E
Ě	Ě	H	H

Písmena základní

CH	CH	I	I
Í	Í	Í	Í
Í	Í	K	K
L	L	L	L
L	L	L	M

Písmena základní

M	M	N	N
N	N	N	O
O	O	O	O
P	P	P	P
P	R	R	R

Písmena základní

R	R	R	R
R	R	R	R
R	Ř	S	S
S	S	T	T
U	U	U	U

Písmena základní

Ú	Ů	Ů	V
V	V	V	V
Y	Y	Y	Y
Ý	Ý	Ý	Z
Z	Z	Ž	Ž

Písmena speciální

A	Á	B	C
Č	D	E	Ě
F	H	CH	I
Í	K	L	M
N	O	P	R

Písmena speciální

Ř	S	T	U
Ú	Ů	V	Y
Ý	Z	Ž	

